

An Episcopal Tradition Since 1868

SAINT ANDREW'S - SEWANEE SCHOOL

October 23, 2007

Marlene H. Dortch, Secretary
Federal Communication Commission
Office of the Secretary
444 12th Street SW
Washington DC 20544

CC: 02-6

FILED/ACCEPTED
NOV - 6 2007
Federal Communications Commission
Office of the Secretary

RE: CC DOCKET NO. 02-6
Request for Review of USAC's Administrator's Decision of Appeal,
Funding Year 2005-2006

Saint Andrew's-Sewanee School
Billed Entity Number: 41386

Form 474 Application Number: 444413
Funding Year: 2005
Applicants' Form Identifier: Form 471 2005-2006
FCC Registration Number: 0009860990
SPIN Name: BellSouth Telecommunications, Inc.
Service Provider Contact Person: Fay Reed
Amount to be recovered: \$7,786.33
Services Ordered: Internet Access
Funding Request Number: 1263246

Dear Ms. Dortch:

Yesterday I received a notification letter of USAC's denial of our appeal of their decision to seek recovery of funds "improperly disbursed" for internet access during the above noted funding period. I am officially appealing this decision.

At the time of the Form 486 submission in question, I was not in this position and so cannot know exactly what occurred. However, after receiving USAC's request for reimbursement letter, I tried again to reconstruct the process. Over the years, the School has intentionally formulated various technology plans and strategies. We were under the mistaken assumption that these were sufficient for USAC funding. In the USAC application process, we indicated that we did have a tech plan, but were never asked for it and consequently never submitted the plan for approval. Our request was granted by USAC, and we interpreted that to mean that our requests for funding had been checked out and found in compliance.

Include are copies of our various internal tech documents from the past few years and our current technology plan and approval letter. These show that even though we failed to understand our obligation to have our plans approved for USAC, we were planning our technology needs and strategies in an intentional fashion. The documents included are as follows:

No. of Copies Rec'd

0 + 1

List A B C D E

- 1 - Memorandum from Head of School to the Technology Committee, dated October 20, 1999
Regarding the need for a three-year tech plan, the Board's Ad Hoc Committee on Technology, and short-term goals for tech personnel, curriculum and faculty training
- 2 - Technology Planning Outline, dated October 27, 1999
Regarding five major areas of tech integration and the school's current status and needs in each area
- 3 - Memo from Head of School with Outline of Three-Year Technology Plan 2000-2003, dated January 19, 2000
Regarding the plan to be discussed first by parents and then by the Board of Trustees
- 4 - St. Andrew's-Sewanee Technology Policy Statement, prepared by the Board of Trustees' Ad Hoc Committee, dated April 2000
- 5 - Technology Summary - internal document from 2003 (exact date unknown)
- 6 - Powerpoint presentation regarding the state of Technology at SAS, to Board of Trustees, April 2005
- 7 - SAS Technology Plan Summary, dated April 29, 2005
- 8 - Information Literacy & Technology Curriculum Review 2006 (exact date unknown)
- 9 - Sample response to our May 2003 technology survey. We conduct these every two years.
- 10 - March 2007 version of the technology survey. The one in 2005 was very similar to this one.
- 11 - Our Computer and Internet Acceptable Use Policy 2007-08
Very similar to those of prior years
- 12 - SAS current tech plan and approval letter

I hope this is helpful information when considering our appeal. I believe these documents comprised the tech plans that my predecessor referred to in USAC documents. She mistakenly thought that they were sufficient for USAC's purposes and that we were in compliance. As I stated in our appeal to USAC, we now know differently and are currently in full compliance with USAC.

We are not a large school district, but are instead a small school in a very rural area. The School is leanly staffed and apparently the employee who made the USAC application did not understand the complexities of the process.

Due to the audit, we now know that we were in error. Saint Andrew's-Sewanee School would never attempt to bypass regulations or knowingly "cheat" the federal government or our telecommunication providers. We have been very fortunate to have the USAC support which enables us to maintain a high standard of education in our area.

Please accept this appeal and reverse USAC's request for reimbursement. Thank you in advance.


Sarah Lodge Frulla
Director of Business and Finance

T - 931.598.5651

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email sfrulla@sasweb.org

MEMORANDUM

TO: TECHNOLOGY COMMITTEE

DATE: October 20, 1999

Mark Cowett, Chair
 Dale Cermak
 Tim Graham
 Wayne Gray

Tim Hillman
 Lisa Keith-Lucas
 Meg Kiessling
 Celeste Shibata

Mon 11/15/215
- Nov 15
- Dec 6

From: Bill Wade

CC: Claire Reishman

Mark and Claire are trying to set up a meeting of the Technology Committee during the week of October 25, and I wanted to alert you to what I see ahead. The Technology Committee has now for several years done enormously difficult work in terms of trying to develop a future technology plan for the school. There have been much discussion, several reports, and thankfully some action, primarily because of your good work. I am grateful for that.

Last spring, as it became evident that the Board and the faculty were not together about the plans that had been developed, two decisions were made. One was that an ad hoc committee would be established by the Board to look at the technology issue, and the other was that the Headmaster's Evaluation Committee decided that this would be a primary focus for me this year. Now things have unfolded enough for us to move into a clear action plan.

The Ad Hoc Committee on Technology (Gordon Street, Chair, Jim Boyd, Steve Wilkerson, Maria Campbell, Ralph Williams, Christi Teasley, and Meg Kiessling) hopes to complete its work by January. The goal is to come up with a philosophical statement from the Board regarding technology to provide direction to us. Based on what I've learned about the committee, I think we will be in good shape, and clearly the work you all have done over the last few years will help us to respond to that philosophical statement. I am imagining at the spring Board meeting that we will make a presentation to the Board in light of the recommendation made to us by the Ad Hoc Committee on Technology in January.

My work with the Headmaster's Evaluation Committee led to the following goal for me in terms of technology:

TECHNOLOGY: Present a three-year plan for technology regarding hardware, software, faculty and staff development at the Board meeting in April of 2000. In order to reach this goal, I expect:

1. To facilitate the work of the Board's Ad Hoc Technology Committee and the Faculty Technology Committee.
2. To explore the long-term financing of technology with the Parents' Council.
3. To explore additional staffing regarding technology, specifically a software manager to support the faculty.

As I've thought about the goals of our own Technology Committee, I believe the following needs to take place over the next few weeks:

1st + need plan
Personnel: We are now learning that the Network Administrator position is too much for one person. The administration is trying to find ways to help Meg in the short term. The committee will need to do some research regarding personnel and technology. As best we can, we need to be clear about technology personnel over the next 3-5 years. Although discussion about curriculum, etc. should take place first, this issue, at least in part, needs to be dealt with now in terms of the 2000-2001 school year. Thus, a priority for the Technology Committee in the next month has to be coming up with a recommendation regarding technology personnel. A related matter is the possibility that the librarian might assume some responsibilities regarding technology. Depending on how that search goes, some clarity may be forthcoming regarding this issue. I do understand that the librarian cannot provide all the help needed by the Network Administrator.

Curriculum: After setting up a process, we need to look at the issue of the computer in the curriculum. While you all know much more about this issue than I, I do have some thoughts to which I would like to have your reactions. It is my hope that by the first of the year we will come up with a plan that we can agree upon which we will then test out with the Curriculum Committee and perhaps the whole faculty and the Parents' Council. In fact, it occurred to me that it might make some sense to have a focus group of parents to respond to our proposal during the winter long weekend. It would be my hope that a vision for computers in the curriculum would be completed by March 1. That, in turn, might say more about personnel and certainly would say more about faculty training, which should be the next topic of conversation.

Faculty Training: It is my understanding that we have a two-year plan regarding faculty training and we will stay on course with that. I assume out of our discussions of curriculum that further proficiencies for the training might be implied and thus a part of the question about personnel is what kind of expertise in personnel do we need to provide faculty training.

I realize there are some short-term issues that still have not been resolved, but I am hopeful these can be dealt with outside of committee. For example:

1. Is it possible for us to move ahead with proficiency standards by using personnel other than Meg as a way to relieve her of some responsibility?
2. We also need to resolve the question of access to computers in the houses, and we need to think about this in terms of all else that Meg has to do.
3. We need to resolve the question about using Blackbaud (or some other software) to integrate the administrative functions of the school.

I would like to review these thoughts at our meeting and I know there are others which I have not identified. I am hopeful that we can set definite objectives so that by March we can develop a plan that will be useful.

reced -
for 11-15

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Technology Planning Outline October 27, 1999

The integration of technology into a school can be broken down into five major areas:

- Integrated curriculum and instruction
- Technology Infrastructure
- Staff development
- Library Media – Information Literacy
- Administrative needs

This outline presents the present condition for SAS in each of the categories listed above, a proposal of where the school needs to be in 1, 3, and 5 years. Please note this is only an outline and a starting point for further discussion and development.

INTEGRATED CURRICULUM AND INSTRUCTION

Present Condition:

- 2- laptop classrooms using technology on a daily basis.
- 2- computer labs
- 1- required keyboarding class
- 1- digital camera
- 2- scanners – (1 fully operational, 2 need to be set up)
- 5 classrooms with TV's and VCRs
- Minimal use of technology in the classrooms. Use of Microsoft Office products, such as Excel, Powerpoint and Word in assignments. Use of Internet for research purposes.

Goals:

Technology used in all classes and in projects ^{which} ~~with~~ remove subject boundaries.

Use of many different software programs in projects that include chemistry, biology, English, history, and geology for the development of a single project.

Proficiency standards for students governing the level of technology related skills which will be required for graduation.

Proposed Schedule:

1-year ---- more training for students in use of technology. Define proficiencies and begin implementing program to provide proper training for students.

continue with proficiency training for faculty and staff and learn what other needs require attention.

3-year -- fully implemented student proficiency curriculum including programming courses and package specific courses (desktop publishing, database design and development, etc.)

Update teacher proficiency standards and have complete training packages for all standard software used at the school (CD, VCR self-paced training as well as traditional instructional setting courses)

Technology Infrastructure:

Present Condition:

Network wiring is 90% complete (some rewiring postponed for remodeling of parts of Simmonds.)

Need to bring dorms and all faculty housing on line.

In process of bringing new network to 100% operational condition.

Computers – mixed platforms, mixed equipment within same platform.

Computer labs --- 14 computers in teaching lab 10 computers in regular lab

2 – color printers (85% reliability) 2- black and white (100% rel.)

2 – scanners

Teaching Classrooms – 2 with 16-20 laptops each (others in computer lab)

Servers --- NT file/program, -- up but not 100%

Exchange e-mail server – not yet up

web page --- having problems – needs immediate attention

Internet Proxy – non existent ---need to implement ASAP with firewall

Goals:

NT server and network fully operational

Exchange server fully operational

Updated web server and web page with well defined file structure

Maintenance program for ALL machines on campus

Internet Proxy server 100% operational and providing proper filtering and time allocation

Standards for all hardware and software that will be used on the network

Hardware in place to support curriculum/instructional needs of all faculty

Hardware in place to support all administrative needs

Help/support system which responds to problems/questions in a timely and efficient manner

Complete documentation of network: policies, standards, and maintenance procedures.

Schedule:

1-yr Addition of at least 1 person to help with infrastructure setup and maintenance.

NT server fully operational,

Exchange server fully operational

Maintenance program in place and operating smoothly

Internet proxy server in place

Standards for equipment well defined

Web server and new web page installed with maintenance under SAS control

Investigate options to improve connections to internet (T1, satellite, etc)

Operation Intranet within SAS for in-house information

3-yr Additional of another person to support additional machines as more classrooms become technology oriented.

Replacement schedule of machines fully defined

Help service fully integrated

Begin investigation into wireless classrooms. (Still need fiber optic backbone)

Upgrade to faster connection to internet.

STAFF DEVELOPMENT

Present Conditions:

- Minimal requirements
- Minimal training
- No assistant in helping faculty find programs and other resources which could enhance the curriculum through the use of technology.
- Does not have a feed-back loop to respond to the needs of the faculty.
- Does not provide for individual learning opportunities.

Goals:

- Develop programs which are relevant to the needs of the faculty.
- Provide (on intranet) listings of places where faculty can do training or find out about programs relevant to their curriculum.
- Build library of CD and VCR and internet sites which will provide training on standard software packages

Schedule:

- 1-yr – Have library of training packages and place for faculty to use them in privacy.
 - Have system in place to respond to training needs of the faculty and staff
 - Develop training programs for various packages.
- 3-yr – Re-evaluate needs of faculty and staff development
 - Offer incentives for training completed outside of SAS
 - Have a responsive system in place which encourages attendance at outside conferences and training programs and uses the training individuals receive to help train others in house.

Library Media – Information Literacy

Present Condition:

- In process of hiring librarian-media specialist.

Goals:

- Develop library which provides both traditional and technological methods of research.
- Train faculty, staff and students in proper methods of using technological research and in determining validity of information that is found.
- Develop video conferencing center which can be used by all classes.
- Use research capabilities of librarian-media specialist to assist in identification of programs and software that could assist teachers in curriculum development.

Schedule:

- Would require input from librarian/media specialist.

Administrative Needs:

Present Condition:

Mixed platforms (academic – Macs, administrative – PC's)
Mixed operating systems within PC world (Windows: 3.1, 95,, 98, NT)
Non-standard programs
Some machines in dire need of replacement, some upgraded to last another 2 years.
Non-standard machines
Multiple “networks”

Goals:

Standardize all software and hardware
Standardize operating systems
Get everyone on same network
Upgrade programs to standard (Including Blackbaud with SQL database) *Registrar*
(this affects development, admissions, business office)
Implement replacement programs
Set-up program to respond to needs of all administrative personnel regarding training, hardware, software and help-desk needs. (help desk could be automated – FAQ's on SAS intranet)
Establish maintenance program for all equipment used by administrative personnel.

Schedule:

1-yr – have all standard hardware and software requirements defined
Have maintenance schedule in place
2-yr – all machines upgraded to standard configuration and connected to the NT network
3-yr – have response system in place for all training and everyday questions

Personnel needs: 1-yr -- addition of 1 person
3-yr -- addition of 2nd person

This may need to be increased depending upon the number of classrooms using technology, the amount of training required and the decisions of concerning how much training will be in-house training or will use other methods.

Dmc
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MEMORANDUM

TO: ALL FACULTY

DATE: January 19, 2000

FROM: Bill Wade

Attached is a revised three-year technology plan that I have drafted based on discussions with the Technology Committee. It has been discussed by the Curriculum Committee. Please read it for discussion at our meeting next Tuesday, January 25. It will then be discussed by a group of parents during Parents' Weekend. A final plan will be presented to the Board of Trustees at its April meeting.

Some of the concerns that the final plan must address include:

- St. Andrew's-Sewanee cannot fund additional classroom computers.
- Our parents are not prepared for a requirement that they purchase/lease a computer.
- St. Andrew's-Sewanee needs a defined computer curriculum that insures at least minimal proficiencies by all of our students.
- We want to support the chemistry laptop classroom program and use the remaining 20 laptops as creatively as possible.
- While we want to encourage our teachers to consider the thoughtful use of technology (thus, faculty proficiencies and the technology curriculum coordinate to raise up possibilities), we see technology as a helpful tool: a means, not an end in itself.

WSW:fr
Attachment

DRAFT III

OUTLINE OF THREE-YEAR TECHNOLOGY PLAN 2000-2003

- I. PHILOSOPHY: Once the Trustees Ad Hoc Committee on Technology comes up with a general policy statement about technology at St. Andrew's-Sewanee, we need to be sure that our plans reflect that direction (to be completed by the spring of 2000).
- II. THE NETWORK:
 - A. Complete the network, including all offices, classrooms, students' rooms, and faculty apartments by the fall of 2000.
 - B. Move forward with implementing Blackbaud for the administration of the school and have the program up and running by the fall of 2000.
 - C. Have a computer (either desktop or laptop, depending on teacher needs) in each classroom by the fall of 2001. This is a tentative goal which will need to be evaluated in light of an actual cost estimate.
- III. FACULTY AND STAFF:
 - A. Hire an Assistant Network Administrator (exempt staff position), ideally second semester of 1999-2000 but definitely for the 2000-2001 academic year.
 - B. Appoint a part-time Technology Curriculum Coordinator in the spring of 2000 to do the following:
 1. To work with the Network Administrator regarding the curriculum needs of students and faculty.
 2. To identify and support at least one faculty member in each academic discipline who will spearhead the technology work of teachers in that discipline.
 3. To research appropriate software for the school's curriculum.
 4. To provide leadership for the development of student proficiencies. (Initial proficiencies would be determined in the spring of 2000 and implemented in the 2000-2001 academic year, and the final list of proficiencies would be developed by the spring of 2001.)
 5. To be responsible for faculty proficiencies and for updating those proficiencies and providing leadership for appropriate training by the Network Administrator, Assistant Network Administrator, or software training packages.

6. To work closely with 11th grade faculty to see if there are helpful ways that the laptop computers can be used in each of the courses.
 7. To chair the faculty technology committee that will annually review the technology plan, will insure that the school is staying current with new technology, and will support emerging plans for the use of technology in the classroom.
- C. The Network Administrator will provide leadership for appropriate training for all staff as technological advances occur.
- D. Laptops will be offered to the faculty for use during the summer months.

IV. CURRICULUM

- A. Continue with the 7th grade course: word processing, e-mail, Powerpoint.
- B. Provide laptop computers to every 11th grade student. We will recommend to parents that they purchase their own laptop computer as early as 7th grade but we will guarantee provision of a laptop to all 11th graders, financed by E-rate and a one-time fee in the 11th grade (perhaps \$100) for any student who uses a school computer on loan.
1. The choice of the 11th grade is reflective of the use of laptops in the chemistry course, and most juniors are taking the course at that time. 11th grade English and American history will be urged to think about the use of laptops in class. Minimally, students will use the laptops for word processing in those courses.
 2. Student proficiencies will be developed based on the 11th grade curriculum and X-Hours will be used for appropriate training.
- C. Faculty proficiencies which have been established for two years will continue to be updated on a biennial basis. Accountability for the proficiencies will be built into the faculty evaluation process, established in the year 2000. Training will be provided under the leadership of the Technology Curriculum Coordinator, and software training packages will be made available as appropriate.
- D. While recognizing the school's financial limitations, new additions to the "feed the hungry" program will be encouraged by the Technology Committee and every effort will be made to implement those programs.

St. Andrew's-Sewanee Technology Policy Statement

Prepared by the
Board's Ad Hoc Committee on Technology

The Board of Trustees affirms its commitment to the excellence of personal student-teacher interaction throughout the school community. At the same time, the Board of Trustees remains committed to promoting the use of computer and information technology as an essential element of the education of the students at St. Andrew's-Sewanee School. In furtherance of this policy:

- The School should be at the practical edge of technology in the areas of communication, verbal and mathematical process and research. The technology should be of a quality that meets the needs of students, faculty and administration, and will allow them to interact with the rest of the world, as well as with each other.
- Training and education should be made available for both the students and the adults at St. Andrews-Sewanee. The teaching faculty should be especially proficient in the application of technology so as to be able to teach practical uses by example as well as theory.
- Upon graduation from St. Andrews-Sewanee, students will have the skills to use computer technology in the furtherance of their education and careers.
- The school and its students, faculty and administration will at all times maintain the highest ethical standards in the use of computers and all intellectual property.
- The administration will maintain appropriate control of access to the Internet.
- The administration will monitor the availability of computers so as to promote access by all people within the school's wide socio-economic spectrum.
- The administration will provide a report, at least annually, to the Board of Trustees on the state of technology within the school.
- The Board commits its every appropriate effort to provide adequate funding for the technology efforts of the school.

Overview

Key point – On the academic side, technology is simply a tool to aid the primary activity of teacher/student interaction

I see my role as a leader with regard to overall technology but to primarily “react” to needs in the classroom

Provide students with regular, ongoing, and flexible access to computers

Digital projectors and computers in many classrooms

E-mail and Sassafras as key communication tools for all members of the community

Universal Student, Faculty and Clerical Staff Tech Skills:

- Keyboarding

- Word processing

- Spreadsheets

- Internet research

- Responsible and ethical use

Specialized Skills

- Music production (Garageband)

- Science, chemistry, biology

- Graphic arts (Photoshop, Illustrator)

Administrative: Use technology to enhance business operations and improve constituent communications (Blackbaud, In Design, Illustrator)

Current Snapshot

Desktop and Laptop Computers

- Academic

- Administrative

- Student-owned

Digital Projectors

- Classroom Lab

- AV Room

- Bill Seavey

- Science

- Floating Unit

- Admissions Office

Training

- Student

7th grade tech class (3 – 45 minute periods for full year)

Faculty/Staff

No formal technology training

Software

Academic

Administrative

Student-Owned

Servers

Administrative

Academic

Network

Bellsouth T1

Router and Firewall

Anti-virus

Content blocking

Windows Based Security

Fiber Optic links between buildings

Cat 5 wiring within buildings

Voice and data independent

Internet Websites

www.sasweb.org

tool to communicate with prospective families

tool to communicate SAS community members

sassafra.sasweb.org

tool to communicate with students, parents,
faculty, and staff

Budget

\$70,000 04-05 budget

\$30,000 to pay off old leases

2-year plan

5-year plan

April
Board 2005

6

Technology at SAS

"Technology is simply a tool to aid the primary activity of putting a motivated student in front of a qualified teacher."

SAS Technology Update

Current status

and

Looking ahead:

- * two years
- * five years

Board direction provided in April 2000

"Practical" Edge
Training Available to Students/Faculty
Tech Skills Upon Graduation
Ethical Standards
Control of Internet Access
Availability To All Students
Report To Board Regularly
Board to Provide Adequate Funding

Hardware Summary

- Personal computers: Windows & Mac
- Compaq & IBM Servers: Windows NT and 2000
- Printers: Laser and inkjet
- Fiber optic backbone
- Cat 5 in each building
- Some wireless "hotspots"
- T1 from Bellsouth for Internet
- Router and Firewall

Administrative Workstation Software

- Windows XP and Mac OS X
- Microsoft Office (Word, Excel, PPT)
- E-mail clients (Outlook, Web, etc.)
- Internet Explorer/Mozilla/Safari
- Blackbaud for admissions, development, and business office
- Filemaker Pro for student records
- Photoshop, Pagemaker transition to InDesign

Academic Software

- Microsoft Office (Word, Excel, PPT, etc)
- E-mail (web or client)
- Internet Access
- Geometer's Sketchpad
- Logger Pro - Science
- Adobe Photoshop
- Equation Editor for Word
- Garageband/Itunes

Teacher Technology Tools

- E-mail and Sassafras
- Computer Labs (2)
- Laptop Cart (16 computers)
- Science Laptops (8)
- Library databases and computers
- Digital Projectors
 - Both teacher and student presentations
- AV Room

E-mail and Sassafras

- Web-based e-mail for students
- Daily e-mail announcements
- Expect students to check e-mail daily
- Sassafras
 - Student directory, faculty/staff directory, calendar of events, daily stories, homework assignments, password protected
- About ½ of teachers use homework feature of Sassafras
- Blogging and discussion forums being tested

Student Computer Access

- "Mac" Lab for 7th grade Tech (16)
- Open Lab for general use (8)
- Laptop Cart (16) can be reserved
- Library has 8 computers
- Chemistry has 8 computers
- Ratio: 1 computer / 5 students
- Wireless Access in Library and Computer Lab

Faculty and Student Training

- 7th grade technology course
- Faculty training offered at beginning of year
- Faculty development options
- Attempt at upper school offering
- Considering 6th and 8th grade tech

Campus Internet Access

- Updated firewall
- Check all traffic for virus and attacks
- Internet content control
- Spam control
- Control "time of day" access
- Control P2P (illegal music) download
- Time of day control to IM

www.sasweb.org

- Important tool for constituent communication
- 3 years old - will replace this year
- Vendor has been selected
 - Has significant experience with schools
 - Allows us to maintain content
- To become main "entry point" for all community members

Current academic "needs"

- Additional computer access (for classes) for word processing and Internet research
- Digital projectors for teachers
- Classroom teacher computers
- Middle School computer lab
- Enhanced class management tool
- Updated computers
- Whiteboards/Smartboards

Current administrative "needs"

- Faster computers
- Updated printers
- Improved backup methods

2-year Vision

- Computers/Student ratio 1/3
- Expanded Wireless
- "Classroom of future" pilot project
- Updated e-mail system
- "Teacher" computer in each classroom
- Digital projectors where requested
- Segment Campus LAN (DSL to houses)
- All admin computers updated RAM and processor
- USB Flash Drive for each student

5-year Vision

- Computer/Student ratio 1/2
- More integration of admissions, development, accounting, and student records
- Internet 2 – leverage Sewanee relationship
- Campus-wide wireless
- VOIP
- "Open Source" Software Options
- "No lease" – All Cash approach

April 29, 2005

SAS Technology Plan Summary – 24 months maximum

1. Additional computers in Simmonds Hall
 - a. Increase Agee Library computers to 16
 - b. Add one computer cart with 16 wireless laptop computers
 - c. Set “classroom lab” to 16 computers to accommodate larger 7th grade
 - d. Increase “Open Lab” computers to 12
2. Digital projectors for teachers as requested and budget allows
3. At least one computer in each classroom as requested and budget allows
4. Middle School computer lab (probably won’t happen short term because of space issues)
5. Investigate “digital” class management options (pilot project to test alternatives – Blackboard, etc.)
6. Pilot testing of Smartboard in one or two classrooms.
7. Replace www.sasweb.org with improved appearance, improve calendar, kept current because it is easily updated
8. Replace e-mail system with updated system to include better web interface
9. Increase number of wireless “hotspots” on campus
10. Update administrative computers or add memory
11. Purchase enhanced color printer for Langford.
12. Segment residential houses with private DSL service to take the traffic off of our campus network
13. Double of Internet bandwidth with second T1 circuit.

Five Year SAS Technology Plan Summary

1. Increase number of Simmonds computers to over 100 computers
2. Improve integration of school records (Blackbaud or...)

3. Leverage our relationship with UofS to access Internet 2 for advanced classroom applications
4. Campus-wide Wireless
5. Implement Voice over IP (VOIP) to reduce telephone bill
6. Look aggressively at Open Source software options (Linux, Open Office)

Information Literacy & Technology Curriculum Review 2006

External Analysis

In comparing the curriculum listings between SAS and our peer schools, we found that all of our peer schools (Baylor, McCallie, Girl's Preparatory School (GPS), Webb) have a computer science or computer literacy course offering at the upper school level. GPS has the most extensive course offerings in Technology, beginning with required Middle School courses and then a large number of advanced electives and AP classes for Upper School. The following is a breakdown of our peer schools' Technology offerings.

Webb

- ½ credit computer literacy required to graduate
- Computer Applications elective

McCallie

- Computer Science AP
- Introduction to Visual Basic
- Advanced Visual Basic
- Introduction to JAVA

Baylor

- 6th Grade Computer class
- Computer Applications
- Introduction to Computer Science
- Computer Programming
- Quick Problem Solving with Practical Scripting Languages
- Advanced Web Development
- Opening Your Computer
- Digital Design
- AP Computer Science

GPS

- Middle School
 - Introduction to Technology 6
 - Introduction to Technology 7
 - Robotics 8
 - Digital Storytelling 8
- Upper School
 - Computer Animation
 - Web Page Design
 - Robotics 9-12
 - Introduction to Computer Programming
 - Computer Programming II
 - AP Computer Science A (semester)
 - AP Computer Science AB (full year)

There is a trend in private schools to provide students with individual laptops that they use for all of their classes on a daily basis. This requires resources for teacher training, daily maintenance and technical support. A major benefit is that every student becomes literate in computer applications by the time of graduation. Another trend is to equip classrooms with interactive white boards which allow teachers and students to project, write with projected ink, save, print and access the web, all from a projector and white board.

Internal Analysis

6th Grade Introduction to Technology:

Sixth grade students are introduced to use of the network, internet, intranet, and basic machine and keyboarding skills. Basic software applications, word processing, internet safety, and research skills helpful to schoolwork are covered in the course.

7th Grade Research Technology and Digital Imaging:

Seventh grade students develop their research skills in this information literacy based session of the course. Digital photography, scanning and imaging software applications will be explored to create original print and web based work. Research and imaging work are integrated throughout the curriculum.

Currently, even though there is no formal Upper School Technology or Computer Science class, there are many ways students are using technology in their classes. History students often use the internet for research for their major papers. Sometimes they use the internet as the only source for current information on specific topics. Geometry students use a program called Geometer's Sketchpad to enhance their math skills. Graphing calculators are used in many of the math classes. Individual students put together multimedia presentations using PowerPoint or iMovie. Microsoft Excel is used in most of the science classes to finalize lab reports and chart data.

In addition to the Middle School 6th and 7th grade technology classes, the students have a dedicated laptop cart that is used intensively in 7th and 8th grade Humanities to write essays, save work to a network drive or create presentations.

There is a second laptop cart that acts as a mobile computer lab for Upper School classes. It is used on an almost daily basis, and has been used in most disciplines.

We have been working with faculty as the budget allows to make their classrooms efficient and useful for their needs. We have added two overhead projectors to classrooms that also include a DVD/VHS player. Next year we will add at least two others to individual classrooms as well. Many teachers take advantage of the classroom management software that is available through SASSAFRAS. We have increased the number of computers available for student use in the labs each year for the past three years. We have added wireless hubs around Simmonds so students can have access to the network using their own laptops. We have also added a color laser printer in the classroom lab that is available for student use.

Teacher Literacy

- Down in the
- Podcast

Where to go from here...

As students go through the 7th grade Technology class, they become comfortable using a computer, using the network, and using the internet for academic purposes. Students that join SAS in the 8th grade or later miss this foundation. It is essential that SAS makes sure these students have the resources they need to be successful with technology. An upper level introductory computer science class would be an excellent way to enhance student's understanding of technology and computers. However, less formal actions should also be taken for the students that need help. Following are some ideas towards that end, as well as other suggestions for the Technology Department to move forward.

- Introduce a program for Upper School student helpers for Sassafra that would include taking digital pictures, uploading them to the website and writing short stories to accompany the images.
- Start a tutoring program where computer literate students are available in the lab after school for an hour to help other students with their academic assignments. Student tutors would receive some special privileges.
- Implement the proposed 8th grade Technology class. This class would focus on programming and robotics, among other things
- Support the Digital Arts elective offered through the Art Department
- Introduce upper level computer science classes, such as Web Design, Introduction to Computer Programming, Multimedia Projects, etc.
- Have a dedicated technology person for academic/classroom needs that would work with a teacher for a term at a time and aid "technological learning".
- Introduce an interactive white board in the next two years.
- Use more advanced course management software, such as Moodle, to support teacher's needs.
- Attend TAIS Technology Institute on April 3rd
- Attend national technology conference held by Networld/Interop next year.

Lots
Closures

Information Literacy

All Peer schools

- Uses ALA Information Literacy standards
- Offers Library Orientation
- Primary mode of Information Literacy instruction in collaboration with other subject area teachers/assignments

Webb

- 25000 volumes
- 900 journals
- 200 newspapers
- 16 networked computers (designated) plus wireless laptop access
- Music/language listening access

McCallie

- 6000 volumes
- 33 periodicals (in print, many through databases as well)
- 13 networked computers plus wireless hubs

Baylor

- 45000 volumes
- 19 databases
- Music/language listening access

GPS

- E-book access
- 29,000 books, videos, DVDs, cassettes, and CD-ROMs
- Music/language listening access

St. Andrew's-Sewanee

- E-book access
- 27000 volumes
- 7 networked computers plus wireless hub
- Hundreds of databases via Sewanee

Our primary set of standards for information literacy is the American Association of School Librarians Information Literacy Standards for Student Learning. (Available in PDF form through: www.ala.org). These standards define 9 indicators of information literacy and provide benchmarks for attaining them through introduction, reinforcement and practice. At its core, these standards, as well as the State of Tennessee School Library Standards, require three components:

-Access to appropriate print and electronic resources:

Comparison with our peer schools shows that we are able to offer a greater number of electronic resources than their libraries currently offer. However, with the

addition of the 6th grade in 2006, as with each shift in our program and curriculum, it will be important to carefully examine the need for more middle-school level electronic resources, looking not only at the *number* of resources, but the extent to which they serve the academic level and subjects our students need – the bottom line is that most of our databases are designed for upper school and university level work. Currently, the bulk of our middle school level electronic resources come from Tennessee Electronic Library, a State program. It will be essential to continue evaluating this in response to actual library use and needs of the incoming 6th grade class and teachers.

Our print resources reflect a related situation, where again we have a large quantity of resources, but a closer look shows that they don't precisely fulfill our needs. We have a very large number of books for a school our size, more books per capita than any of our peer schools, and some very valuable collections of poetry and short stories. However, library usage has increased dramatically in the past few years, and the research collection cannot currently meet student needs, particularly in history, sciences and the arts. Students are using more books for research in these areas and consistent cuts to the library book budget have made it difficult to adequately build the collection in these areas in order to keep up with increased need.

-Instruction in locating, evaluating and using these resources:

At each school it is the responsibility of the librarian to cobble together a cumulatively effective information literacy training. Like all of our peer schools, the primary method of library/information literacy instruction is through project-based instruction in collaboration with other faculty. Essentially, we work to make sure that various benchmarks in information literacy are reached through the variety of research/library-based projects the faculty requests over time.

The Agee library, like those of our peer schools, uses the ALA Standards for Student Learning as basic guidelines.

Recent developments

A redesign of the library website makes it easier for students and faculty to locate and access electronic resources, bibliographic help, newspapers and e-books. However, problems using the library catalog on Macintosh computers persists.

Local cataloging of the Garrett Poetry Collection makes these books searchable for the first time.

Needs/ suggestions

Consider a separate webpage of resources for middle school with simpler resources and more support.

Continue to work towards a listening lab.

Clarify plan for location of 6th grade print library resources.

Increase funding for books to improve collection development in history, art and science, soliciting much faculty input for the next three years.

Continue working with faculty to build student information literacy through collaborative research projects.

Technology Survey - May 2003

1. What types of technology at SAS would you like to see in the future (please circle as many as you'd like)?

- video conferencing
- more digital cameras and digital video cameras
- more projectors available
- more computers in the faculty lounge
- more laptops available to classes
- subscriptions to online quiz/test making sites
- other _____

MM

2. How satisfied are you with the following: (1=least satisfied, 5=most satisfied)?

I'll know after this summer →

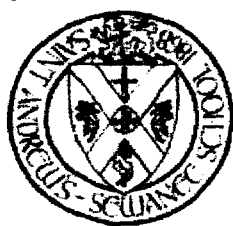
• webmail comments:	1	2	3	4	5
• sassafras comments:	1	2	3	4	5
• network speed comments:	1	2	3	4	5
• availability of equip. comments:	1	2	3	4	5
• availability of labs comments:	1	2	3	4	5
• student knowledge of technology comments:	1	2	3	4	5

I'd like to have my computer print out in a way to which I can have easy access on a table -

20%

3. If Julie Jones, Bob Hoagland and Rachel Malde were to teach some short (15-30) minute technology lessons for small groups of faculty throughout the year, what topics would you like to have covered?

There are some very basic things I'd like to learn about my classroom computer - for example, deleting a file, adding attachments to e-mail. Simple things // I'm sure but one other thing I've thought of being to appear that I've suddenly forgotten.



SAS Technology E-Survey (Faculty, Staff)

Survey every 24 months -

10

March 2007 version

March 2005 version
very similar

- * Rachel and I are in the process of planning for next year and I am also involved in putting together a 5-year plan for SAS technology.
- * The E&I Team asked last year that all computer hardware purchases be channeled through my department.
- * Your comments will be helpful to us as we work through this process.
- * The questions are, by design, fairly open ended so we don't prejudge what you might be thinking.

Your Name: _____

Your e-mail address: _____

If you own or are provided with a school-owned computer, are you satisfied that your computer and software are suitable for the tasks you are required to do? Note: The school has typically provided computers for administrative faculty and staff. Teaching faculty have been asked to purchase your own computer equipment.

Are you satisfied with your access to a printer and the features of the printer?

For teaching faculty, what additional equipment would be helpful (if any) to improve your teaching effectiveness?

For teaching faculty, what software would be helpful (if any) to improve your teaching effectiveness?

For teaching faculty, any comments about the laptop carts, the classroom lab, the open lab, or the library computers.

For residential faculty, any comments about the boarding students access and use of computers?

We have provided a rudimentary tool for maintaining a classroom web site on Sassafras. Is this adequate?

More sophisticated tools are available. For teaching faculty, are you aware of any web-based classroom management tools which might be useful in improving your communication with students and parents?

If we provided

better tools for web-based classroom management, would you anticipate using them?

Comments, thoughts, needs regarding the SAS e-mail system:

Comments, thoughts, needs regarding Sassafras:

We currently teach a seventh grade tech class.

Do you think the school should offer additional tech classes at the higher grade levels?

Complaints:

Comments - Wild Ideas - Outside the Box Thinking, etc.:

Training - What type of tech training would you take advantage of if it were available?

Thanks. Bob



Computer and Internet Acceptable Use Policy 2007-08

This statement must be signed for students to have access to St. Andrew's-Sewanee School computer labs and to receive an account on the network server and an email account.

PLEASE READ CAREFULLY BEFORE SIGNING.

St. Andrew's-Sewanee School (SAS) provides access to computers, software, the Internet, and Email in order to support learning and enhance instruction. Our goal is to help students become technologically literate and to become responsible information users. The general policy is that all computers will be used in a responsible, efficient, ethical and legal manner.

GUIDELINES AND EXPECTATIONS FOR COMPUTER USE:

- Illegal use of the computers or the Internet is strictly forbidden. Illegal use includes any activities that break local, state or national laws. This includes harassment of other users, the spreading of misinformation, use of the network for commercial purposes, and transmitting threatening information.
- Copyright principles and laws will be respected. This includes software that falls within the category of shareware, freeware, public domain or commercial software.
- For personal safety and security, students are asked not to reveal their personal address or phone number or that of other students or teachers over the Internet.
- Destruction and defilement of electronic equipment is prohibited.
- Electronic mail (email) is not guaranteed to be private. People who operate the system have access to all mail and may, during the process of performing computer maintenance and preventative measures, come across email messages that contain evidence of illegal or inappropriate use of the medium. Messages relating to or in support of illegal or inappropriate activities will be reported to the appropriate authorities.
- To protect the privacy and promote the safety of all our community members, students may not use photos of community members (obtained from SASSAFRAS, sasweb.org, or from a personal camera, including a cell phone camera) for personal web use (such as a social networking site) without obtaining written permission from any person(s) depicted in that photo. It will be considered a serious discipline violation to use a photograph without such permissions or to use photographs in a negative or demeaning way, electronic or otherwise.
- All school expectations for appropriate behavior apply to computer use. Students are not to use inappropriate language on the computers or in the computer lab. This includes both verbal and written. Inappropriate behavior in the computer lab includes any kind of horseplay, or other behavior that disturbs other computer lab users or presents a possible danger to the students and/or the computers. Specific rules concerning the day-to-day operations of the computer lab will be covered with all students at the beginning of the school year.
- By signing this agreement, all students agree to abide by the rules governing use of the SAS network, school machines and laptops as stated in the SAS Handbook for Students and Parents.

NETWORK, COMPUTER, & PHONE ACCESS FOR BOARDING STUDENTS

Students have the option of having telephones and networked computers in their dorm rooms. Not all families choose these options. The computer labs and mobile laptop carts in the Academic Building provide access for research, homework, and email. Please read the information below carefully. If you choose either service, you will need to fill out the forms on the following page. There is a \$180 annual line charge for network and/or phone access.

MINIMUM GUIDELINES FOR PERSONAL COMPUTERS

Windows: Pentium III with 64mb RAM and 6GB hard drive, Ethernet 10/100 card, CD, DVD, or CD-RW drive, 1.44mb floppy drive, USB port, and Windows 98. Laptops should have active matrix screens.

MAC: OS9 or higher, floppy disk drive, Ethernet connection, CD, DVD, or CD-RW, USB port.

Printing over the network is provided, but many boarding students bring their own printers for convenience. Ports are available in the computer labs for connecting personal laptops to the school network.

NETWORK ACCESS

Students who have personal computers in their rooms have the option of having their computer hooked up to the school network, allowing access to email and the Internet. In two-student rooms, two computers can be connected. In order to be connected to our network, each student computer requires an Ethernet card.

If you want your child's computer in his/her dorm room connected to the school network, you need to make sure the computer has a connection for an Ethernet 10/100 network port with an RJ-45 connector. If you need assistance in verifying the connection on your computer, you can call the Technology Coordinator, Bob Hoagland, at 931-968-0210, ext. 3127. He will also be available during registration to answer any questions. All computers will be connected to the school network within the first two weeks of school.

STUDENT PHONES

Our telephone system allows you to provide a phone in your child's room. In two-student rooms, there can be two phones. If you want to authorize a student phone, complete the authorization form that follows. A phone needs to be purchased or brought from home. There is no voice mail capability on student phones. However, conventional answering machines can be used.

The student phones are programmed so that they will only accept long-distance calls made with a credit card or by calling collect. This protects your child's phone from unauthorized use. Each student will have an extension number. You can reach your child by calling the direct number, 931-968-0210, and entering your child's extension. Students may connect answering machines to their phones if desired. We would like for phones not to be used during study hours and after late-night hours, so as to keep distractions at a minimum for our students.

**St. Andrew's-Sewanee School (SAS)
Technology Plan 2007-20010**

For funding years: 2007-2008, 2008-2009, 2009-2010

**St. Andrew's - Sewanee School is a private Episcopal school
with approximately 85 boarding students and 160 day students, located in Sewanee TN.**

Vision and Related Goals and Objectives

We believe that all learners should consider technology such as computers and communication systems as normal tools used in learning. Integration of technology with the curriculum as a whole will give our students the knowledge and abilities that will serve them well in the 21st Century. We believe all students can and should have access to the technology they need to succeed. It is the school's philosophy that a most valuable part of the learning process is direct communication between a knowledgeable adult (teacher) and a motivated student, and our technology enables and enhances this important interaction.

Goals & Strategies:

1. All students and staff will have access to technology.
 - a. St. Andrew's - Sewanee School will incorporate the most effective and efficient technology in all aspects of the educational process.
 - b. All computers will have current software and be networkable.
 - c. All administrators and teachers will have access to a personal computer.
 - d. The networking infrastructure of the school will be capable of communicating within the school, as well as enabling high-speed Internet access.
 - e. Students will have accessibility to class assignments and grades from home computers.
 - f. Technical support will be provided to ensure the technology remains operational
2. Technology will be integrated into the educational process.
 - a. Teachers will collaborate to integrate curriculum objectives with technology.
 - b. Teachers will collaborate to develop lesson plan models and teaching strategies to use technology and the Internet. Students will demonstrate minimum competency standards in technology as a requirement of graduation, including word processing, spreadsheets, Internet research, as well as responsible and ethical use.
3. Staff training shall be provided for effective technology integration.
 - a. Teachers will be trained on technology as needed.
 - b. Teachers will be trained in the use of technology as it applies to their subject area.
 - c. Staff training will be ongoing to address constant changes in technology and individual staff needs.
4. Staff and students will use technology in a responsible and ethical manner.
 - a. Students and staff will heed software copyright policy, which complies with state and federal laws.
 - b. Students and staff will heed an Acceptable Use Policy in the use of technology.

5. Parental commitment for the use of technology will be encouraged.
 - a. St. Andrew's - Sewanee School will involve parents in the students' use of technology through training and shared uses of technology.
 - b. St. Andrew's - Sewanee School will continue to use technology as a communication tool with parents.
6. St. Andrew's - Sewanee School will assess the impact of technology on instruction.
 - a. St. Andrew's - Sewanee School will monitor the integration of technology into the curriculum of each content area.
 - b. St. Andrew's - Sewanee School will monitor students' access to and use of technology
 - c. St. Andrew's - Sewanee School will assess technology-related staff development.
7. St. Andrew's - Sewanee School will continue the process of long range planning for the use of technology in education.
 - a. St. Andrew's - Sewanee School will monitor, evaluate, and make recommendations to revise its technology plan on an annual basis.

Access for all Learners – Clear Targets

Minimum infrastructure and equipment

St. Andrew's - Sewanee School meets a 5:1 ratio of students to computers. Our target is for our computer lab to have computers no older than 4 years. Each teacher and administrator has his/her own computer for instructional and work use. Our target is to maintain computers for each staff member that allows him/her to complete their work as needed.

Local area network configuration and requirements

St. Andrew's - Sewanee School's campus is fully-wired. A fiber optic backbone network connects all buildings on the campus. The local area network is connected to all classrooms. The local area network provides access to file and print services for the school staff and students. We plan to add a dedicated file server and a dedicated medial server to store student and staff data. Wireless 802.11 networking is available in the Library and the Computer lab area. We will install equipment to add wireless capabilities to other areas of the school.

Wide area network configuration and requirements

St. Andrew's - Sewanee School uses Bellsouth for internet service. A Cisco Router and a Fortigate Firewall are used as a firewall, a router, and as a content filtration device. This infrastructure handles all the data traffic throughout the system.

St. Andrew's - Sewanee School has a phone system that handles intra-school voice communications. The phone system currently meets all projected needs. Teachers and staff also use Verizon wireless phones to communicate with each other, students, and parents. No additional phone services are needed at this time.

Software/digital content to be available for all learners

St. Andrew's - Sewanee School has standardized on the following applications for student and faculty use: Microsoft Office, Adobe Photoshop, Acrobat reader, and Adobe InDesign. Our mail server is an Exchange

compatible product from Kerio. Webmail is available to all students and faculty. Most staff and many faculty members use Microsoft Office Outlook 2003 as their e-mail client. St. Andrew's - Sewanee School currently uses instructional software and will continue to add capability in this area as appropriate. Deepfreeze is installed on most student computers to limit the student's ability to modify settings.

Assistive devices and processes to be in place

Instructional technology staff members will work with administration to coordinate services for students with disabilities.

Technology Service Acquisition

Networking Hardware and Software

St. Andrew's - Sewanee School currently uses Bellsouth as the primary provider of data and Internet services. The cost of this service is \$1,200 a month. Evaluation of bandwidth needs will be made annually to determine if expanded service is warranted. The current service is a bonded T1 providing 3 mbps.

St. Andrew's - Sewanee School will continue to support faculty with classroom projection equipment. This cost is \$3,200.

St. Andrew's - Sewanee School uses a Cisco Router and a Fortigate firewall and a content filtering device. The annual cost of these annual support agreements is \$2,900.

St. Andrew's - Sewanee School's public website provides schedules and class information to the student, their parents and other school community members. The annual cost for support and maintenance of this website is \$9,600.

St. Andrew's - Sewanee School uses Bellsouth for local and long-distance phone service. Projected costs are approximately \$1,500 a month.

Equipment upgrades (servers, wireless hardware, memory and software) are required to maintain the level of service mandated by the Board of Trustees. Costs are approximately \$7,000 a year.

Quarterly Evaluation

The entire Board of Trustees, in conjunction with the Technology Committee will conduct an annual review to assess present needs and to assure that the outlined goals are being met.

Technology Budget – 2007-2008

Item	Cost
Internet Service – Bellsouth	\$14,400
Phone Service – 60 Lines – Local & Long Distance - Bellsouth	\$18,000
Wireless Cellular Service –Cingular and Sprint – total 7 lines	\$2,400
2 LCD Projectors for the Classrooms, 1 LCD Plasma, 2 classroom screens	\$3,200
Anti-Virus, Content Filtering, Support Subscriptions	\$2,900
Web Hosting Services & Domain Registering	\$9,600
Server Hardware & Software Upgrades , E-rate consulting	\$9,000
Total:	\$59,500

Technology at SAS – A summary

*“Technology is simply a tool to aid the primary activity
of putting a motivated student in front of a qualified teacher.”*

SAS Technology Update

Board direction provided in April 2000

- ✓ “Practical” Edge
- ✓ Training Available to Students/Faculty
- ✓ Tech Skills Upon Graduation
- ✓ Ethical Standards
- ✓ Control of Internet Access
- ✓ Availability To All Students
- ✓ Report To Board Regularly
- ✓ Board to Provide Adequate Funding

Hardware Summary

- ✓ Personal computers: Windows & Mac
- ✓ Compaq & IBM Servers: Windows NT and 2000
- ✓ Printers: Laser and inkjet
- ✓ Fiber optic backbone
- ✓ Cat 5 in each building
- ✓ Some wireless “hotspots”
- ✓ T1 from Bellsouth for Internet
- ✓ Router and Firewall

Administrative Workstation Software

- ✓ Windows XP and Mac OS X
- ✓ Microsoft Office (Word, Excel, PPT)
- ✓ E-mail clients (Outlook, Web, etc.)
- ✓ Internet Explorer/Mozilla/Safari
- ✓ Blackbaud for admissions, development, and business office
- ✓ Filemaker Pro for student records
- ✓ Photoshop, Pagemaker transition to InDesign

Academic Software

- ✓ Microsoft Office (Word, Excel, PPT, etc)
- ✓ E-mail (web or client)
- ✓ Internet Access
- ✓ Geometer's Sketchpad
- ✓ Logger Pro - Science
- ✓ Adobe Photoshop
- ✓ Equation Editor for Word
- ✓ Garageband/Itunes

Teacher Technology Tools

- ✓ E-mail and Sassafras
- ✓ Computer Labs (2)
- ✓ Laptop Cart (16 computers)
- ✓ Science Laptops (8)
- ✓ Library databases and computers
- ✓ Digital Projectors
- ✓ Both teacher and student presentations
- ✓ AV Room

E-mail and Sassafras

- ✓ Web-based e-mail for students
- ✓ Daily e-mail announcements
- ✓ Expect students to check e-mail daily
- ✓ Sassafras
- ✓ Student directory, faculty/staff directory, calendar of events, daily stories, homework assignments, password protected
- ✓ About ½ of teachers use homework feature of Sassafras
- ✓ Blogging and discussion forums being tested

Student Computer Access

- ✓ "Mac" Lab for 7th grade Tech (16)
- ✓ Open Lab for general use (8)
- ✓ Laptop Cart (16) can be reserved
- ✓ Library has 8 computers
- ✓ Chemistry has 8 computers
- ✓ Ratio: 1 computer / 5 students
- ✓ Wireless Access in Library and Computer Lab

Faculty and Student Training

- ✓ 7th grade technology course
- ✓ Faculty training offered at beginning of year
- ✓ Faculty development options
- ✓ Attempt at upper school offering
- ✓ Considering 6th and 8th grade tech

Campus Internet Access

- ✓ Updated firewall
- ✓ Check all traffic for virus and attacks
- ✓ Internet content control
- ✓ Spam control
- ✓ Control "time of day" access
- ✓ Control P2P (illegal music) download
- ✓ Time of day control to IM

www.sasweb.org

- ✓ Important tool for constituent communication
- ✓ 3 years old - will replace this year
- ✓ Vendor has been selected
- ✓ Has significant experience with schools
- ✓ Allows us to maintain content
- ✓ To become main "entry point" for all community members

Current academic "needs"

- ✓ Additional computer access (for classes) for word processing and Internet research
- ✓ Digital projectors for teachers
- ✓ Classroom teacher computers
- ✓ Middle School computer lab
- ✓ Enhanced class management tool
- ✓ Updated computers
- ✓ Whiteboards/Smartboards

Current administrative "needs"

- ✓ Faster computers
- ✓ Updated printers
- ✓ Improved backup methods

2-year Vision

- ✓ Computers/Student ratio 1/3
- ✓ Expanded Wireless
- ✓ "Classroom of future" pilot project
- ✓ Updated e-mail system
- ✓ "Teacher" computer in each classroom
- ✓ Digital projectors where requested
- ✓ Segment Campus LAN (DSL to houses)
- ✓ All admin computers updated RAM and processor
- ✓ USB Flash Drive for each student

5-year Vision

- ✓ Computer/Student ratio 1/2
- ✓ More integration of admissions, development, accounting, and student records
- ✓ Internet 2 – leverage Sewanee relationship
- ✓ Campus-wide wireless
- ✓ VOIP
- ✓ "Open Source" Software Options
- ✓ "No lease" – All Cash approach

Technology Plan Approval

The Tennessee Department of Education, Lisa Howard, is certified by the Universal Service Administrative Company to approve technology plans for participation in the Schools and Libraries Program.

Saint Andrew's-Sewanee School has a technology plan that has met the standards and criteria outlined in the following checklist.

This technology plan is valid from **July 1, 2007** until **June 30, 2010**.

Checklist

Successful technology plans align the overall education or library service improvement objectives with the following five criteria. To qualify as an approved technology plan for a Schools and Libraries Program discount, the plan must meet these criteria.

☒ The plan establishes clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

☒ The plan has a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.

☒ The plan includes an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

☒ The plan provides a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development and other services that will be needed to implement the strategy.

☒ The plan includes an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

Approved By: _____

Lisa Howard

Date: 4/27/2007